SETTING AND MANAGING TURNAROUND GOALS

FEBRUARY 21, 2013

Today's agenda

- **Introductions**

- Defining targets and trajectories

- Understanding targets and trajectories in the context of school turnaround

- Reflecting on implications for our work

- Wrap-up

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- **Defining targets and trajectories**

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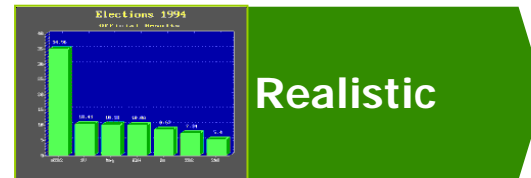
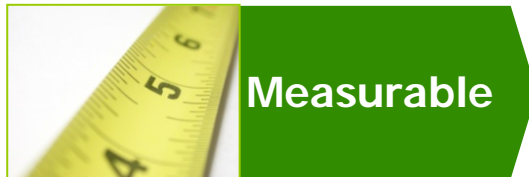- Reflecting on implications for our work

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Brainstorm

Share your responses by phone or in the Q&A box:

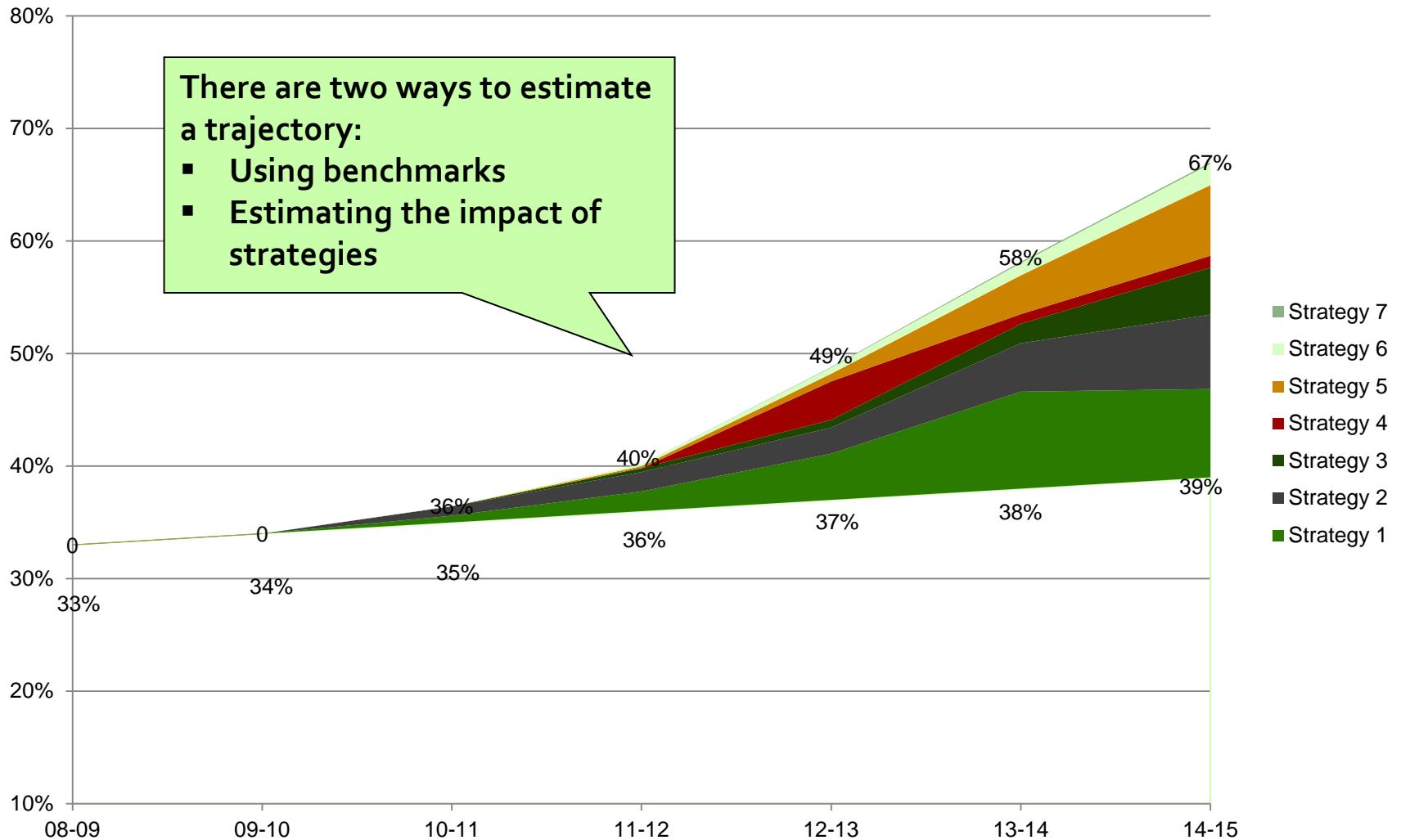- **What do you hope to walk away from this webinar with?**

We have all heard about SMART goals before

Simple

Measurable

Ambitious

Realistic

Timely

A trajectory is a series of interim targets that help you to balance ambition with realism

There are two ways to estimate a trajectory:
- Using benchmarks
- Estimating the impact of strategies

33%
34%
35%
36%
36%
37%
38%
39%

36%
40%
49%
58%
67%

Strategy 7
Strategy 6
Strategy 5
Strategy 4
Strategy 3
Strategy 2
Strategy 1

08-09   09-10   10-11   11-12   12-13   13-14   14-15

Benchmarking helps you to ground your trajectory in evidence of what is possible

Four types of benchmarking are particularly useful

Historical
- How does performance today compare with past?
- What one-year, three-year, five-year or 10-year trends emerge?

Internal peer
- Where are the performance differences within the State?
- What is the gap between the top and bottom quartiles or deciles?

External peer
- How does the school, LEA or State's performance compare with comparable schools, LEAs or other States?

International
- How does the school, LEA or State's performance compare with systems in similar countries?

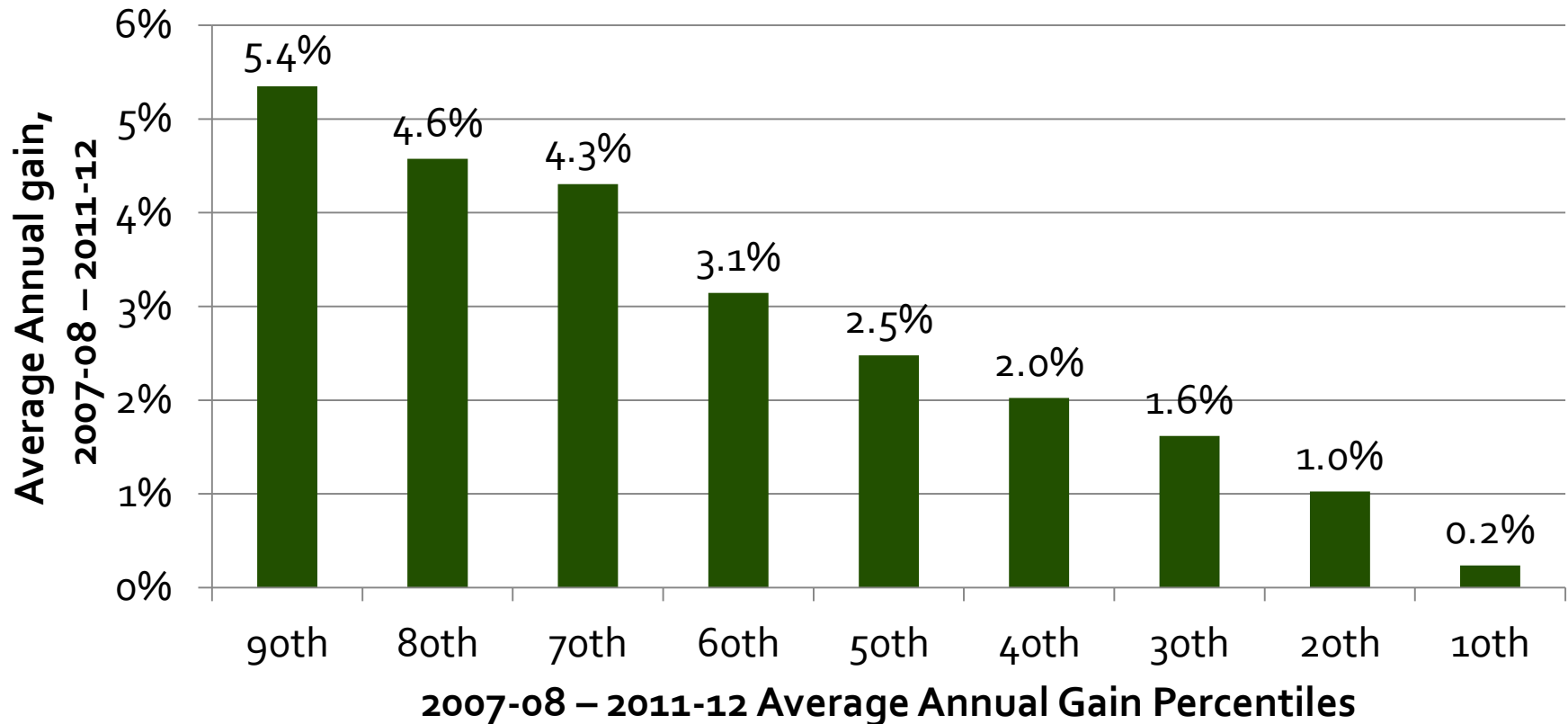# One State arrived at several of its statewide student outcome targets by benchmarking student performance

Grade 3-8 Reading Proficiency of State schools by performance quartile, 2011-2012
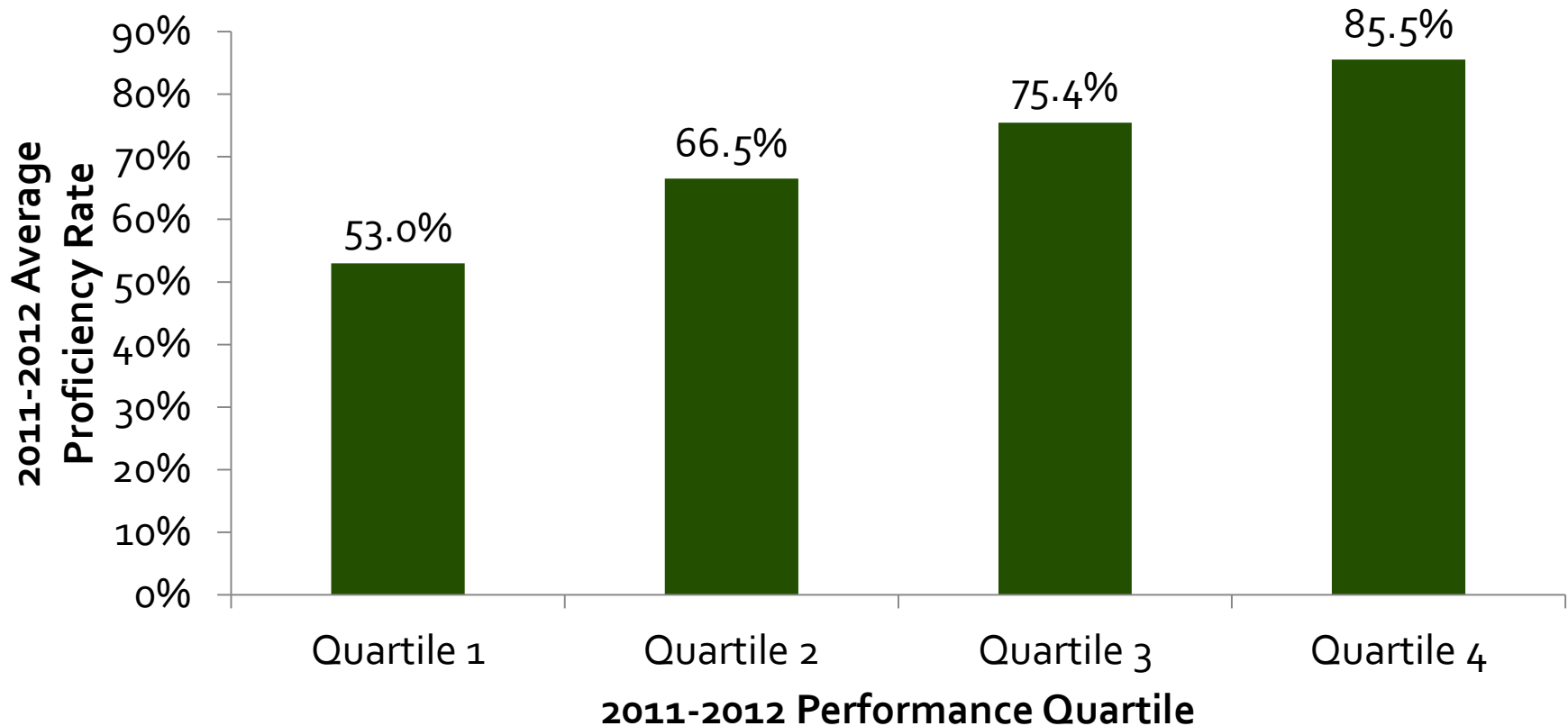
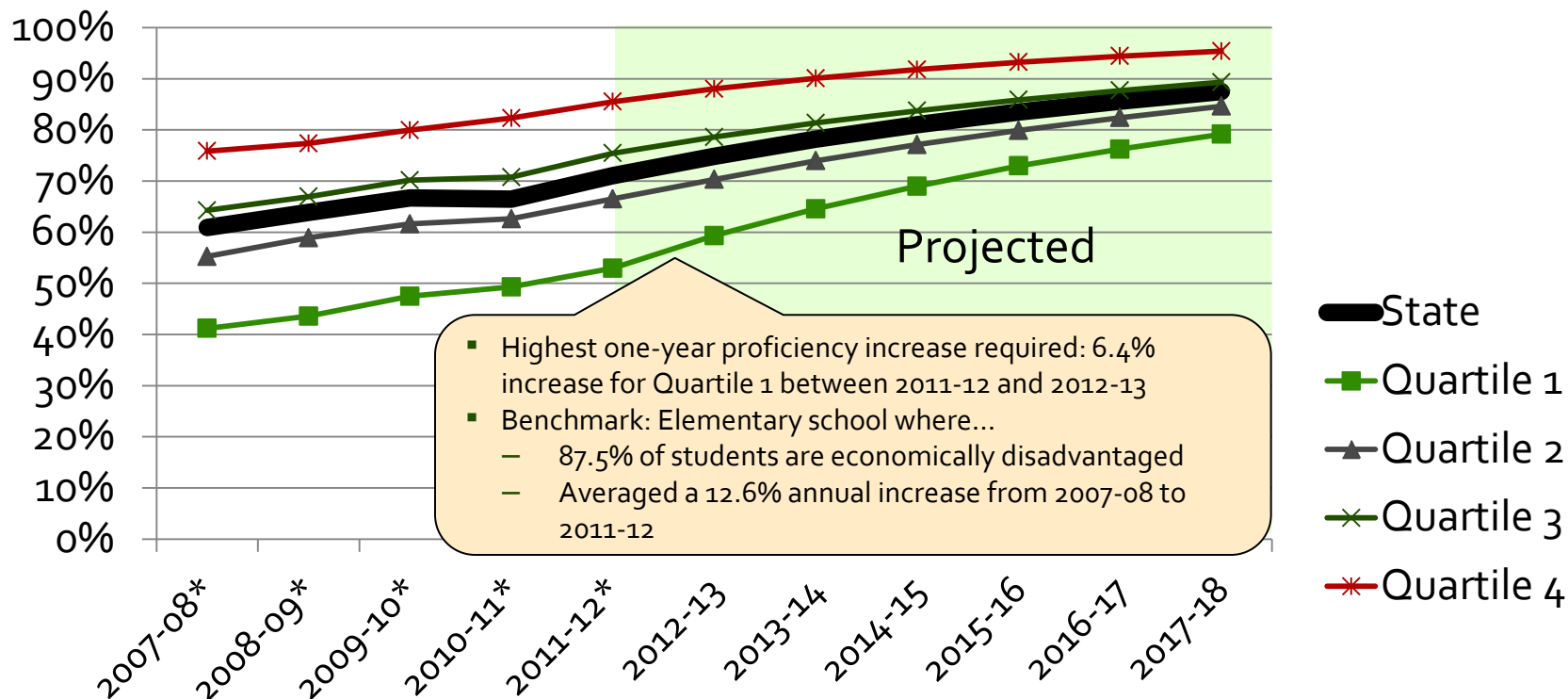# Gains in performance over the last five years

Grade 3-8 Reading Proficiency Gain of State schools by decile, 2007-2008 to 2011-2012

Combining the two so that the lowest performers catch up and close gaps faster than anyone else

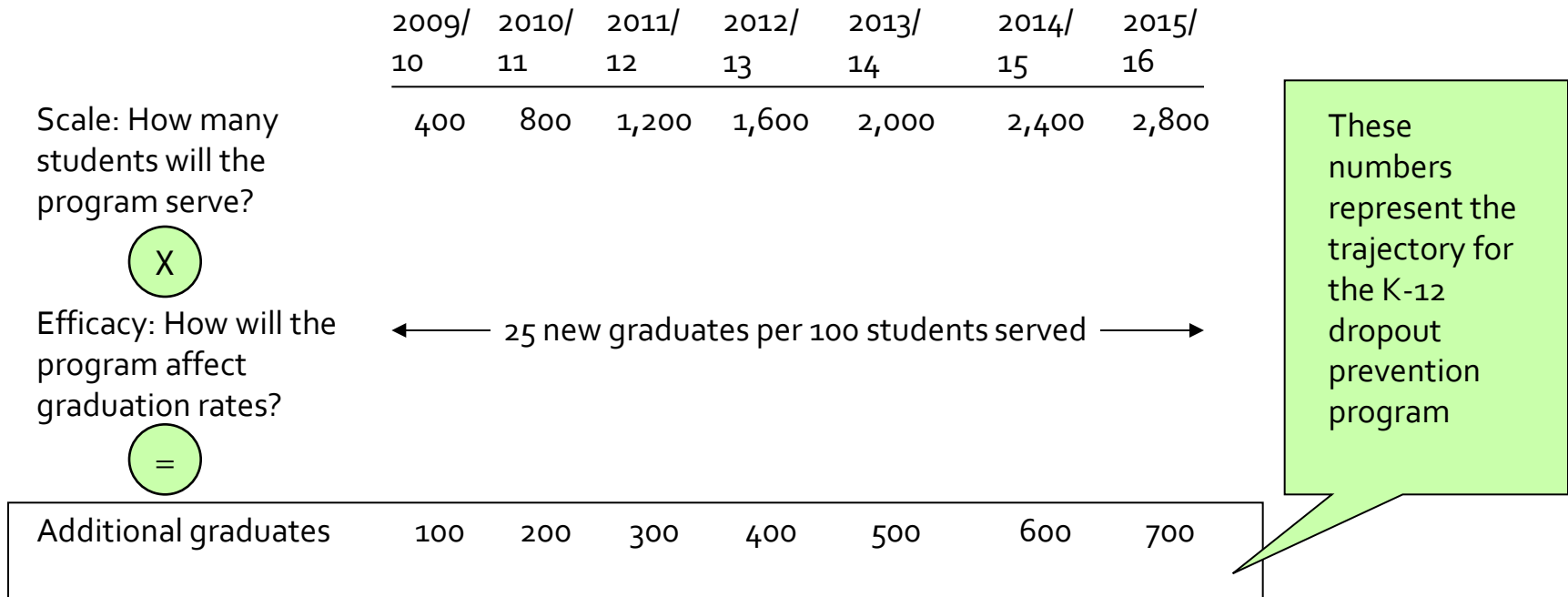History and trajectory for reading proficiency by performance quartile

Projected

- Highest one-year proficiency increase required: 6.4% increase for Quartile 1 between 2011-12 and 2012-13
- Benchmark: Elementary school where…
  - 87.5% of students are economically disadvantaged
  - Averaged a 12.6% annual increase from 2007-08 to 2011-12

State
Quartile 1
Quartile 2
Quartile 3
Quartile 4

Percent schools that would have hit target in prior years			
2008-09	2009-10	2010-11	2011-12
43.5%	46.3%	35.7%	53.7%

*Actual performance

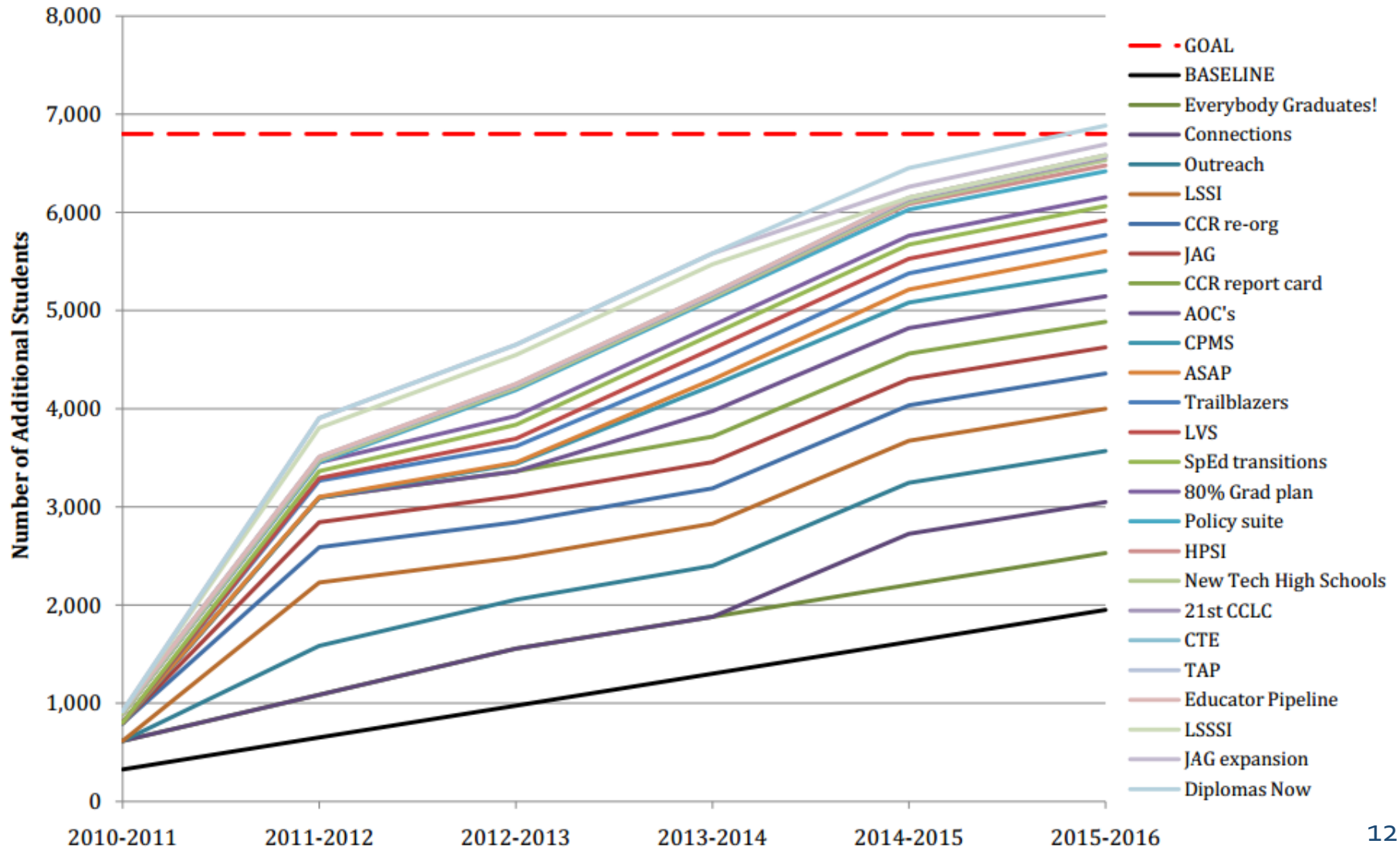# The other way to set trajectories is by estimating the impact that your strategies will have over time

Estimated impact of K-12 dropout prevention program on graduation rates

	2009/ 10	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16
Scale: How many students will the program serve?	400	800	1,200	1,600	2,000	2,400	2,800

X

Efficacy: How will the program affect graduation rates?   ← 25 new graduates per 100 students served →

=

| Additional graduates | 100 | 200 | 300 | 400 | 500 | 600 | 700 |

These numbers represent the trajectory for the K-12 dropout prevention program

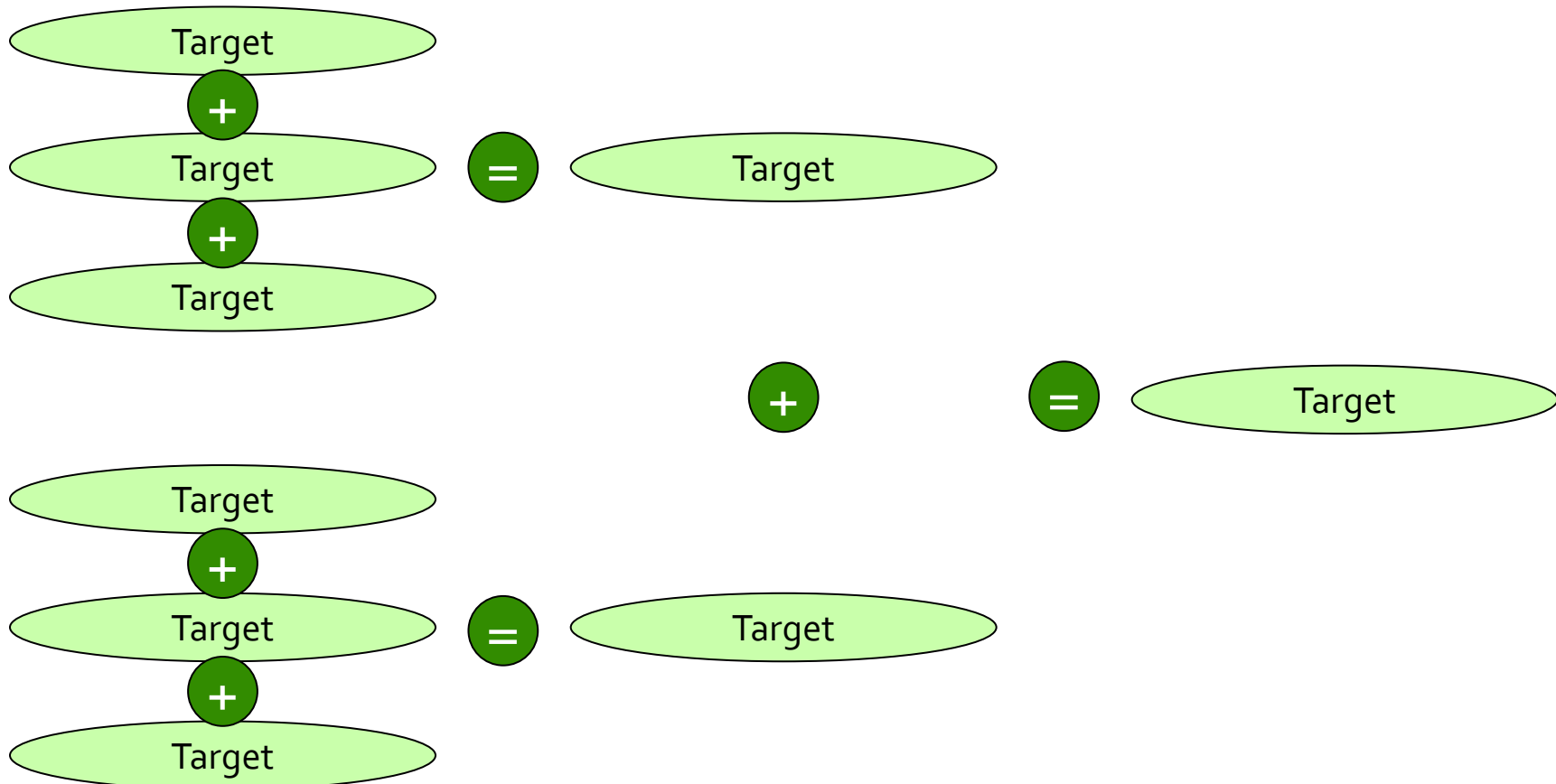Graduation rate trajectory for State system

However you estimate them, align your targets and trajectories across your system

School level   **LEA level**   **State level**

Target

+

Target   **=**   Target

+

Target

+   **=**   Target

Target

+

Target   **=**   Target

+

Target

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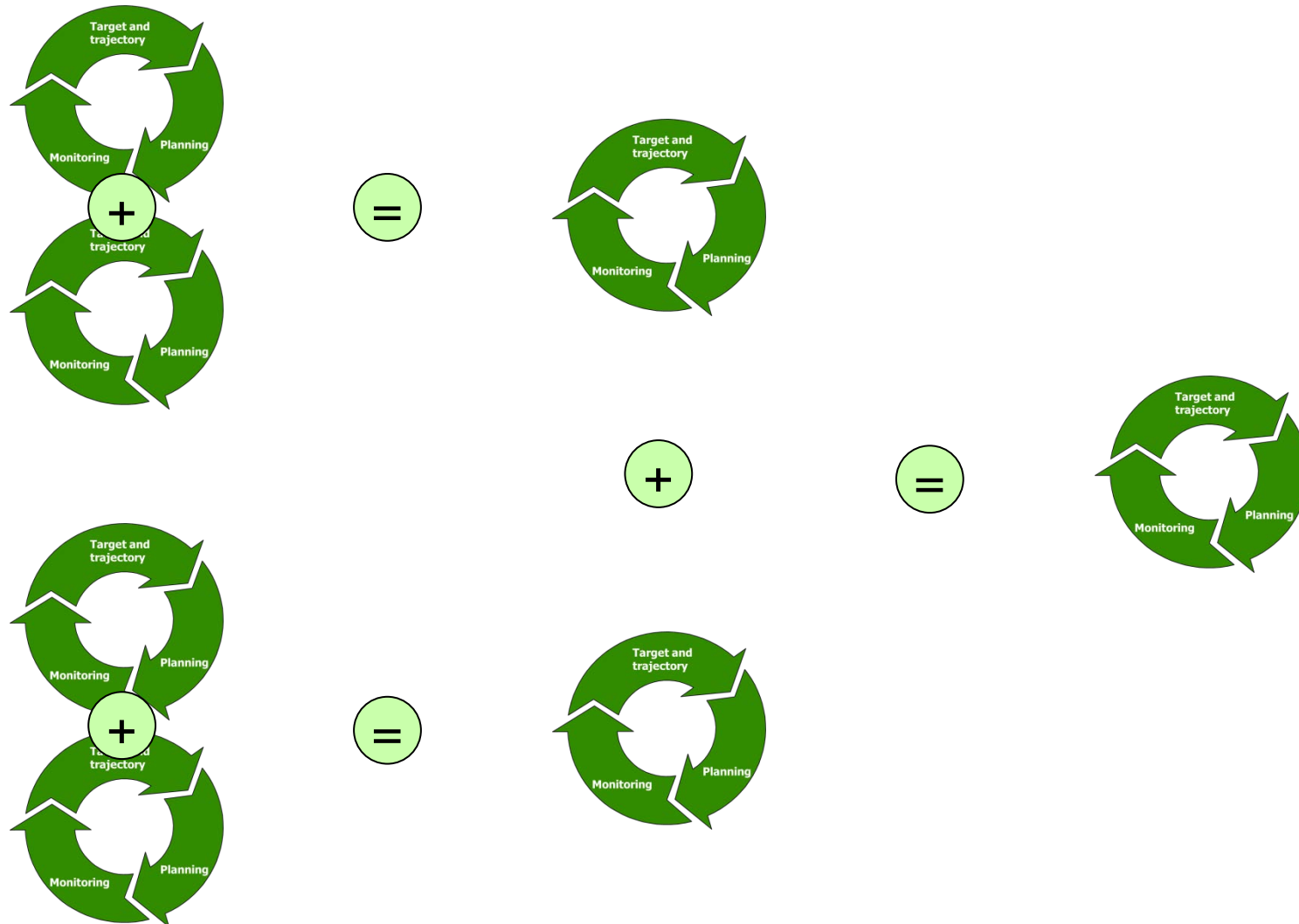# Targets and trajectories are most useful when they are connected to planning and monitoring

This strengthens alignment across the system

School level   **LEA level**   **State level**

The Massachusetts team has embodied these principles in its work with turnaround LEAs and schools

Our guest for today:

Matt Deninger
Manager, Delivery Unit
Massachusetts Department of
Elementary and Secondary Education

Massachusetts' turnaround plan contains targets that are directly connected to targets for turnaround districts and schools

Statewide targets in Massachusetts turnaround plan

	Target	Measure
Turn around the State's lowest-performing schools and LEAs	▪ 75% of the first cohort of turnaround schools meet exit criteria by 2014. ▪ 100% of the first cohort of turnaround schools meet exit criteria by 2016.	▪ "Exit criteria" defined by a series of Measurable Annual Goals set for each turnaround school.
Significantly narrow proficiency gaps	▪ Close the gap between the performance of SPED students statewide and SPED students in turnaround schools. ▪ Close the gap between the performance of LEP students statewide and LEP students in turnaround schools.	▪ Gain in student growth percentile (SGP) for SPED and LEP students in turnaround school (for both groups, SGP must go up by 10 points to achieve target).

The plan also specifies strategies that define the State's role vis-à-vis its turnaround LEAs and schools

Statewide strategies in Massachusetts turnaround plan

Turnaround Plans and Redesign Grants

- Make a combination of SIG and ARRA funding available to turnaround schools to engage in turnaround work.
- Require each turnaround school to go through a cycle of improvement planning and management.

Wraparound Zones

- Develop LEA and school systems to address students' physical, social and emotional health needs in promoting academic success.
- Grants awarded through Race to the Top.

Turnaround LEA Accelerated Improvement Plans

- Work with LEAs designated in turnaround status to develop and implement sound plans for rapidly accelerating improvement in instructional practices and student achievement.
- Links focused plan development with project management support and expertise.

Priority Partners

- Create a list of agency-approved Priority Partners who have been rigorously vetted and identified as most likely to catalyze LEA and school turnaround efforts.
- Districts and schools that partner with Priority Partners will be able to access Race to the Top funds for this purpose.

Operators and Partners for "Restart" Schools

- Develop a network of partners and operators who can work with the State agency to run schools that are taken into State receivership after failing to exit turnaround status.

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# Massachusetts' trajectories for its targets break down expected progress by student and by project

Trajectory estimates for target 2: narrowing proficiency gaps

Priority Projects	Number of Students Needed to Reach Targets in 2014			
	Students with Disabilities		Limited English Proficient	
	ELA Target = 41 SGP	Mathematics Target = 44 SGP	ELA Target = 50 SGP	Mathematics Target = 55 SGP
Level 5 "Game Plan"	0	0	0	0
Redesign Grants	61	56	78	69
Turnaround Grants	31	28	39	35
Grants Integration	31	28	39	35
Level 4 District Plans	31	28	39	35
Priority Partners	61	56	78	69
Wraparound Zone Grants	31	28	39	35
MTSS (SPED & ELL)	92	83	117	104
Educator Evaluation & TIF	92	83	117	104
All Projects	**492**	**388**	**545**	**486**

A central unit at the State agency monitors statewide progress against these trajectories, just as the team does for LEAs and schools

Sample data from turnaround "stocktake" meeting: SGP target for SPED students in ELA
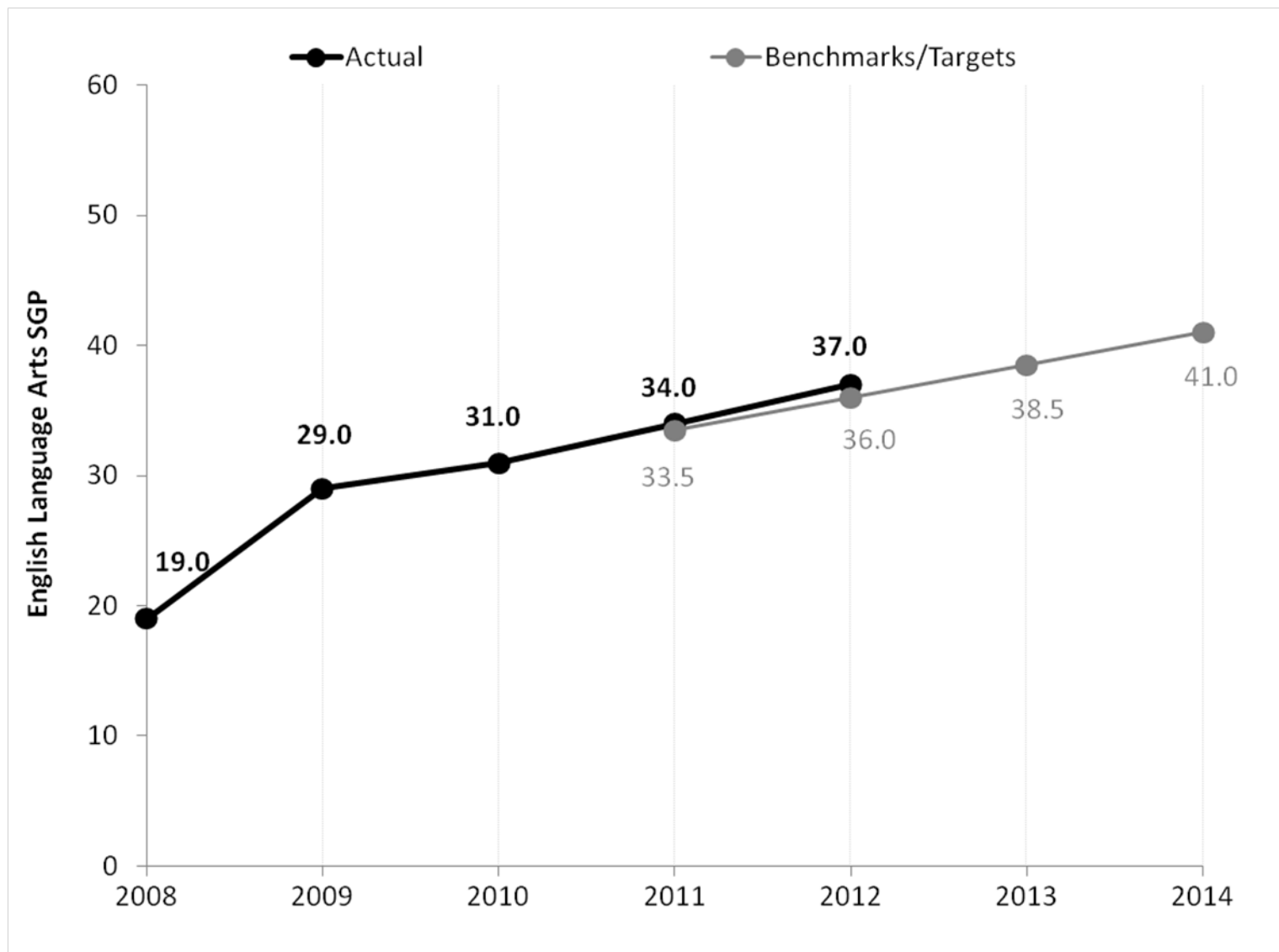
The unit also monitors progress and impact of each of the strategies on the targets

Sample bimonthly memo on turnaround progress

This monitoring includes qualitative judgments of progress, as well as the latest data that are available

Summary of Measurable Annual Goals for turnaround schools in Massachusetts

Districts	Schools		% Remaining to reach 2013 Target	Indicators declined from baseline (12)	Indicators improved from baseline (12)
District 1	School 1	MS	106%	11	
District 2	School 2	MS	105%	12	
District 3	School 3	ES	97%	10	
District 4	School 4	ES	85%	5	2
District 1	School 5	MS	82%	10	
District 1	School 6	HS	80%	6	
District 5	School 7	ES	74%	0	0
District 5	School 8	HS	66%	0	0
District 1	School 9	MS	65%	4	
District 1	School 10	ES	64%	6	
District 3	School 11	MS	60%	6	2
District 5	School 12	ES	56%	0	0
District 5	School 13	MS	46%	0	0
District 2	School 14	MS	45%	1	4
District 6	School 15	HS	44%		8
District 7	School 16	ES	42%	2	3
District 2	School 17	ES	40%		6
District 6	School 18	K-8	36%		2
District 5	School 19	ES	32%		0
District 1	School 20	ES	32%		6
District 5	School 21	HS	27%	0	
District 5	School 22	ES	26%	0	
District 7	School 23	ES	20%	2	4
District 8	School 24	ES	14%	2	5

The Middle School Challenge

★ Middle Schools are struggling to turn around
  ★ Of the eight Level 4 middle schools identified in 2011, only one is on track to turning around, compared to 13 out of 19 elementary schools.

★ Districts that have effectively built systems to support turnaround in elementary schools are struggling to build effective systems of support for middle schools.
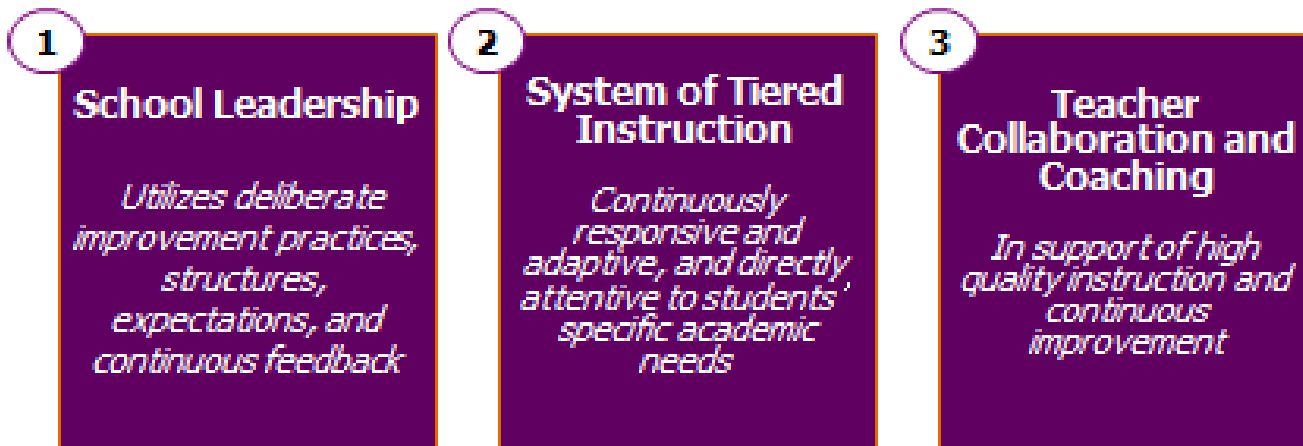
Massachusetts Department of Elementary and Secondary Education

We know what works

Emerging Practices report showed that a few <u>core components</u> are essential to turnaround:

1

School Leadership

Utilizes deliberate improvement practices, structures, expectations, and continuous feedback

2

System of Tiered Instruction

Continuously responsive and adaptive, and directly attentive to students' specific academic needs

3

Teacher Collaboration and Coaching

In support of high quality instruction and continuous improvement

FOUNDATIONS FOR ACCELERATED IMPROVEMENT

Active Use of Data and Assessments
to inform instruction and provide responsive Tier II and III interventions

Safe and Respectful School Climate
for both teachers and students

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We know partners have a role

★ Priority Partners offer proven services in areas aligned with core components of turnaround:
  ★ Effective use of **data**
  ★ Ensuring adequate **time** for supports/ interventions
  ★ Addressing students' **social and emotional** needs
  ★ Effective **district systems of support** (leadership, human resources, and financial management)

★ Given limited capacity/expertise, along with the accelerated pace of turnaround, districts often rely on Priority Partners to serve as the delivery mechanism for many of these functions.

3

Theory of Action

IF we build district capacity to replicate and support effective implementation of key components of turnaround, and build partners' capacity to align turnaround assistance to build a more integrated tiered system of support in districts,

THEN practices that are effective in accelerating school improvement will take hold in struggling middle schools.

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Discussion

Share your responses by phone or in the Q&A box:

- Which of these tools and practices are you already using?

- Which of them do you hope to start using in the next few months?

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THANK YOU